

Inside Writing Communities, Grades 3-5

Workshop 14 Modeling Revision

**Narration written by
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FINAL DRAFT

RUNDOWN SHEET

Program Duration: 01:28:25:00

	MASTER IN	DURATION
ANNENBERG MEDIA LOGO	01:00:00:00	15:24
KET LOGO	01:00:16:15	7:20
SERIES OPEN/TITLE #14	01:00:24:05	24:11
INTERVIEW Charles Whitaker	01:00:48:24	01:02:17
INTERVIEW Nicole Outsen	01:01:52:06	24:10
CLASSROOM FOOTAGE Nicole Outsen	01:02:16:18	9:05:04
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VIDEO	AUDIO	LGTH	TRT
Annenberg Media Logo	Annenberg Media Logo Music	15:24	16:15
KET Logo		7:20	24:05
Series Open/ Title 14	Inside Writing Communities, Grades 3-5 Theme	24:11	48:24
Charles Whitaker	<p>CHARLES: One of the ways to help kids with revision—especially young kids who are reluctant to revise—is to model it yourself.</p> <p>We need to model that revision is not necessarily a bad thing. And I think the teacher needs to put him or herself on the line with a piece of writing and say, “Well, now, can you tell me places where you think I need to give some more details?” And the students will do that. And then you say things like, “Well, you mean, it’s not good, as it is?”</p> <p>And they would say, “Yes, it’s good; but it could be better if you did this.” And so you’re beginning to teach them something of a way of looking at the process of revising. It’s not just the skill of knowing how to add detail; it’s the attitude toward revising that you have to sort of teach.</p>	1:02:17	01:52:06
Nicole Outson, North Hampton Elementary, North Hampton, New Hampshire	<p>NICOLE: Sometimes it’s a good idea to model what not to do, as well as what to do. And I think that I was thinking about the fact that going from just the notes to a piece of writing that I could write is a huge jump for those kids. So I wanted to show them what an intermediate step might look like. So I showed them a piece of writing in which I essentially took my notes and just strung them together into a paragraph.</p>	24:10	02:16:18
Nicole Outson, North Hampton Elementary, North	<p>NICOLE: OK. So there are my notes and here’s what I wrote.</p> <p>The weather was cold and rainy as they approached the Pacific. The corps was</p>		

Hampton, New Hampshire	<p>stuck at Point Distress for five days because of the weather. The corps was traveling along the Columbia River to reach the Pacific. They first spotted the Pacific on November 7, 1805, but they were still twenty miles away. Clark wrote great joy in the camp, we are in view of the ocean, the great ocean which we have been so long anxious to see.</p>		
	<p>What do you think? You guys love tearing apart my writing. Kevin, what do you think?</p>		
	<p>KEVIN: You kind of jumped and jumped and jumped but it's information, so you can't really even it out. So</p>		
	<p>NICOLE: So you think it kind of jumps around. Can you say more about that?</p>		
	<p>KEVIN: Well it says the weather is cold and rainy. Um as we approached the Pacific, the core was stuck at um Point Distress ah for five days with um, um the weather, then the core is traveling ah along the Columbia River</p>		
	<p>NICOLE: So are you saying? Does anyone want to say what Kevin is saying in different words because I think he's got a really good point. Greg, what do you think?</p>		
	<p>GREG: I think he is trying to say you are kind of jumping around from fact to fact. And like you could incorporate different facts like together. Like you could have said, "Since the weather was cold and rainy, they were stuck at Point Distress for five days."</p>		
	<p>NICOLE: So you are talking about transitions a little bit. That my sentences like they kind of just stand on their own, that maybe I need some transitions</p>		

	<p>between my facts. Yes? Actually I have tried to leave a little bit of space around here so we can do some revising big as we go. So I need transitions between facts. OK. What else? Billy, back to you.</p> <p>BILLY: You don't have a title.</p> <p>NICOLE: What did we notice about newspaper articles? What do they have? Billy, What is it called?</p> <p>BILLY: Title</p> <p>NICOLE: Do you remember the special word they used in newspapers? Tim, do you want to help him out?</p> <p>TIM: A heading.</p> <p>NICOLE: A head?</p> <p>TIM: Ing</p> <p>NICOLE: Headline. A headline. So I need some kind of headline because we notice that newspapers have that. But you know what, Billy you are right. A headline is a title but in a newspaper they call it a headline so we want to try to use that vocabulary. John, what else do you notice?</p> <p>JOHN: Well I agree with the jumping around, but you are copying your notes because it says: The weather was cold and rainy as they approached the Pacific. That's the notes and Point Distress, that's another note.</p> <p>NICOLE: So you are saying that I sort of took my notes and just made them in to sentences and just plopped them together?</p> <p>JOHN: Yeah. All your sentences are</p>		
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	<p>notes. You don't have any interesting things, like paragraphs or any other</p> <p>NICOLE: So but this stuff is still pretty interesting. So what do you think it is lacking?</p> <p>JOHN: I'm not sure it lacks something, but I know it's just the notes.</p> <p>NICOLE: OK. All right, so I just the notes. I just took the notes and made them into sentences, but I'm not quite sure why that is not OK. It's informational writing so I've got information there I'm not quite sure what the problem is. I see what you are saying, I don't think it reads very smoothly. What can I do? Hannah, what can I do?</p> <p>HANNAH: Well it's just kind of like a little boring. It doesn't grab me. The first sentence I read, The weather was cold and rainy as they approached the Pacific. And we've been talking about topic sentences that pull you in, and tell you about and that like sum up the whole paragraph. And I don't think that there is really a topic sentence that's really distinct.</p> <p>NICOLE: OK</p> <p>HANNAH: I think that it's just like you need to add more sentences because like what John said, you are just putting your notes on paper in the form of a paragraph. It's not really anything</p> <p>NICOLE: So you used this word boring. It's kind of hard to hear as a writer just so you know.</p> <p>HANNAH: No not like</p> <p>NICOLE: I see what you are saying and you know I did this on purpose. So it's OK, but I hope you don't talk about each</p>		
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	<p>other's writing this way. But it is boring. So you are saying I don't have a. What do you want my first sentence to be like, Hannah, what do you want it to do?</p> <p>HANNAH: Be like, I think you could just use something that is more attention grabbing.</p> <p>NICOLE: OK. So, I need a, the topic sentence doesn't have to be the first sentence. Right?</p> <p>HANNAH: Yeah, it can be the first, second or third sentence.</p> <p>NICOLE: So I need a grabbing?</p> <p>STUDENT: Lead</p> <p>NICOLE: So I need a grabber lead, is that what you are saying?</p> <p>STUDENT: Yeah</p> <p>HANNAH: And also there is not really a sentence that tells you, that sums up what the paragraph is about.</p> <p>NICOLE: OK and we did say that in the first sentence of a newspaper article, we kind of need to have some kind of summarizing. OK so let me just see if I can write that in so I need. It's boring. Thanks very much.</p> <p>HANNAH: Sorry</p> <p>NICOLE: You're right. It's boring. Need a summary of what the article is going to be about. We've noticed that in all the newspaper articles that we've looked at. I see you Casey. Hold on a second. OK, I am thinking about how I can revise. Casey?</p>		
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	<p>CASEY: OK. You know how you're supposed to lead it, it's a good idea to lead it up, Where it says the weather was cold and rainy as they approached, maybe you should say it was too chilly for Lewis and Clark to finish the expedition.</p> <p>NICOLE: So you are giving me an idea for another lead and do you know what else you did that I think is really important that I am not sure that anyone else noticed. Let's look at this first sentence: The weather was cold and rainy as they approached the Pacific. They? Is that what you were going to say Julia?</p> <p>JULIA: They</p> <p>NICOLE: We don't know who they is. We need to give our reader some information about what's going on. So I should really, instead of they, what should I say? What should I say Casey?</p> <p>CASEY: Lewis and Clark.</p> <p>NICOLE: Lewis and Clark, the Corps of Discovery. I am just going to write L and C to remind myself there. OK, you girls have been really patient over here. Kristin, what were you going to notice?</p> <p>KRISTIN: It's kind of like listing the notes you have and it needs a lot more detail. It's not very, it's not detailed enough, and it kind of like yeah and you don't want to read this anymore.</p> <p>NICOLE: And do you know what. It's like the kiss of death for a piece of writing, right? If my first paragraph doesn't grab my reader's attention, they don't want to read on, I haven't done my job.</p> <p>KRISTIN: They don't care.</p>		
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	<p>NICOLE: They don't care. So I need detail. I hate to ask a leading question, but there is a word I'm kind of looking for that I think is missing from this piece? Brandon, what do you think?</p> <p>BRANDON: Description</p> <p>NICOLE: Description of the actual piece. If you think about the six traits, what is this really lacking? What is it completely lacking? Greg, what do you think?</p> <p>GREG: Organization</p> <p>NICOLE: Ah, It could be better organized, you're right. But voice, right? Does this sound like anyone?</p> <p>STUDENT: No</p> <p>NICOLE: That cares about this topic. Is any of my passion coming through at all?</p> <p>STUDENT: No. It needs sentence fluency.</p> <p>NICOLE: Needs a little bit, do you agree with me? It needs sentence fluency. The sentences are just kind of plopped on the page. So it needs voice. It needs life. Greg, last comment.</p> <p>GREG: You have like one sentence for each note and you should have like more.</p> <p>NICOLE: So I only have one sentence for each note?</p> <p>GREG: Yeah</p> <p>NICOLE: Well let's see. Lets check that. I have one, two, three, four, five notes. I have one, two, three, four, five sentences. Huh. So you don't think that, that's not good writing? Not so much.</p>		
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	<p>GREG: You should have more then</p> <p>NICOLE: So, should I try it again?</p> <p>GREG: Yes</p> <p>NICOLE: So let's see what we can do here.</p>	9:05:04	11:21:20
<p>Nicole Outson, North Hampton Elementary, North Hampton, New Hampshire</p>	<p>NICOLE: No one gets it right the first time. And so that's what I try to model throughout my own writing and throughout the year—is that, you know, I've been doing this for a long time. I've written a lot, and my first drafts are really crappy, too.</p> <p>And the other part is just knowing that not everything you write is good, and that's OK, and that there are strategies you can use to improve any piece of writing.</p>	21:24	11:43:19
<p>Nicole Outson, North Hampton Elementary, North Hampton, New Hampshire</p>	<p>NICOLE: OK, All right so let me think</p>	2:13	11:46:02
<p>Nicole Outson, North Hampton Elementary, North Hampton, New Hampshire</p>	<p>NICOLE: So I'll, in front of the class, sort of draft something and share the thoughts that are going on in my head so</p>	12:15	11:58:17
<p>Nicole Outson, North Hampton Elementary, North Hampton, New Hampshire</p>	<p>NICOLE: Well it's hard work. Writing is hard work. It's just a list. OK, I need some voice. All right, let's see.</p> <p>STUDENT: Liven it up.</p> <p>NICOLE: Liven it up. All right let's see. I'm going to put this right here so I'll have my notes to refer to. Let's try it this way. I've got to move it like this so I can stand</p>		

	<p>on this side. It makes it a little bit easier for me. All right you ready. Lets try something like this.</p> <p>A band of weary explorers; sounding better?</p> <p>STUDENTS: Yes, already</p> <p>NICOLE: A band of weary explorers traveled down the Columbia River in the Oregon Territory. You ready?</p> <p>STUDENTS: Oh yeah</p> <p>NICOLE: With their eyes on the prize.</p> <p>STUDENTS: Wooo</p> <p>STUDENT: But you didn't say what year.</p> <p>NICOLE: I see, Thanks. OK.</p> <p>A band of weary explorers traveled down the Columbia River in the Oregon Territory with their eyes on the prize. The Pacific Ocean was only twenty miles away. This Corps of Discovery led by President Jefferson's personal secretary, Meriwether Lewis and America Revolution hero, William Clark has traveled. No, I've already used traveled. Has traversed</p> <p>STUDENT: What does that mean?</p> <p>NICOLE: Traveled. 2000 thousand miles, endured – Let's see what kinds of things have the endured? Bugs, hostile I'm going to use the word Indians because we are writing in 1805 so that's the word they would use, we would probably say Native Americans now, but hostile Indians,</p> <p>I noticed that President Jefferson in his letter referred to them as Indians so I am going to use that word. Hostile Indians,</p>	
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	<p>dangerous animals, and extreme weather to succeed in this mission of finding a pathway to the Pacific Ocean.</p> <p>Now I haven't put all my notes in, but I think that's OK. Because what I need is kind of an introductory paragraph. Hannah reminded me that we needed to have a paragraph that came first that kind of grabbed my reader and also kind of summarized what I am going to talk about. So, Kevin, I take your point, I don't have the date in here yet and I need to work that in, but let's see what I have done.</p> <p>A band of weary explorers traveled down the Columbia River to the Oregon Territory with their eyes on the prize. The Pacific Ocean was only 20 miles away. This Corps of Discovery led by President Jefferson's personal secretary, Meriwether Lewis and American Revolution hero, William Clark, has traversed 2000 miles, endured bugs, hostile Indians, dangerous animals and extreme weather to succeed in this mission of finding a pathway to the Pacific Ocean.</p> <p>Wait, I'm not done. Because what I am going to talk about is the fact they are almost there, but they are still kind of stuck. Right? Ah. This is hard. I want to say something about the weather – The end of their voyage is not as</p> <p>(Nicole thinking)</p> <p>STUDENT: Clear</p> <p>STUDENT: Not as close as it seems.</p> <p>NICOLE: Well OK that is a good way of saying it.</p> <p>Not as close as it seems. Harsh winds and cold weather make these last 20 miles</p>		
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	<p>seem like a thousand.</p> <p>What do we think, Billy?</p> <p>BILLY: Where's your headline?</p> <p>NICOLE: OK. I'm going to go back and do my headline in a minute. OK. Yes?</p> <p>GREG: You said pathway, but wasn't it called the Northwest Passage?</p> <p>NICOLE: They were trying to find a Northwest Passage, but they really didn't do it so I want to be careful and not use that but you are right they were looking for the Northwest Passage. Anything else you notice compared to my first one? Kevin, what do you think?</p> <p>KEVIN: Well you didn't change the topic, but in the first one all you talked about was the Pacific Ocean and getting there, but now you are saying like, they went against dangerous animals, and you put more about the weather. And you said Indians and stuff. But with this all you said was they were going to the Pacific.</p> <p>NICOLE: Well and you know what I figured out? I'm writing this for potentially people that don't know, they don't know what I am talking about yet. I have to tell them that I am talking about Lewis and Clark. I need to give them a little bit of information about what this piece is going to be about. I need to give them a little bit so that they care to read the rest of it. What else do we notice? Julia?</p> <p>JULIA: That you described who they were. You said yeah, Meriwether Lewis</p> <p>NICOLE: So I described who they were. OK. Are you more interested in reading this?</p>		
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	<p>STUDENTS: Yeah</p> <p>NICOLE: Big time. Do you want to say more about that, Brandon, why?</p> <p>BRANDON: Because the first one wasn't really, didn't have a lot of good things in it. This one has more explanatory things in it.</p> <p>NICOLE: So I am making it a little bit more exciting for the reader. I do need to add a headline and where it was, so I am going to say: Oregon Territory, because it wasn't called Oregon then, it was the Oregon Territory and I do need to add in the date. Maybe I could just start with that: November 7, 1805, a band of weary explorers and then I could go on and say that they actually got to the Pacific on the 19th and continue my piece. Yes?</p> <p>HANNAH: So the way you just changed it, it's supposed to be the Oregon Territory, November 7, 1805 a band of weary explorers. I don't think you need to start with the Oregon Territory being the first thing you say because if you do, it will say: The Oregon Territory, November 7, 1805, a band of weary explorers traveled down the Columbia River in the Oregon Territory. You are repeating yourself.</p> <p>NICOLE: But, Thank you. I am, but if you look at every single newspaper we looked at, every single one of them stated first where it was. Right? Before they started the article. So that's what I am doing here is that like bi-line statement of where the article is taking place. You're right, it is redundant, it's repetitive, but I noticed that's what newspapers do and they still say where in the body of the piece. OK? Do you think this is going to help you a little bit when you begin writing your pieces? What have we talked about today that you feel like you can take with you</p>		
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	<p>when you begin drafting your piece? What can you take with you in your own piece of work? John?</p> <p>JOHN: Well I know that I can put some voice in it because now I know if I don't have voice, I have a model showing me what it would look like and I don't want my story to look like that.</p> <p>NICOLE: We don't want our piece to look like that so we need to add in some voice. OK, great. What else can you take with you when you begin your draft today? Julie, what are you going to take with you?</p> <p>JULIE: Don't assume that the reader knows everything that you are talking about.</p> <p>NICOLE: OK, let me list out some of these things: add voice, don't assume your reader knows what you're talking about. Maybe add some background information. Any other words of wisdom that we can list up here? Mattie?</p> <p>MATTIE: Descriptive words.</p> <p>NICOLE: Descriptive words or did you say verbs?</p> <p>MATTIE: Words</p> <p>NICOLE: OK so adding some description. Timmy?</p> <p>TIMMY: Well, add in verbs, like what they did</p> <p>NICOLE: OK</p> <p>TIMMY: Like going to the Pacific Ocean.</p> <p>NICOLE: OK. Oh I like some of my verbs here: Traversed, endured. OK so make</p>		
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	<p>sure you have got some good active verbs in there. Any other words of wisdom, Kevin?</p> <p>KEVIN: Well this is one that is kind of pretty – make sure your information is correct.</p> <p>NICOLE: Need to make sure your information is correct. But I am hoping at this point, you have checked your notes over enough that you know, that I don't have like two dates for when they arrived at the Pacific. That it makes sense. Greg, what else can we take away from this lesson today?</p> <p>GREG: Correct information. There's some things on, I have like two, it's about the prairie dogs, one place says there is four and another place says there was one.</p> <p>NICOLE: Remember we learned about this when we were looking at building big. You might need to find a third source and see what is the more common understanding. Because when we get information on the internet, a lot of times that doesn't have to be checked by anyone. Anyone can kind of throw anything on the internet that they want. Right? So you need to find another source to corroborate or to prove one source correct or incorrect. OK? So that's a good point. Anything else in our drafting? Are you ready to give it a shot?</p>	13:27:2	25:26:10
<p>Nicole Outson, North Hampton Elementary, North Hampton, New Hampshire</p>	<p>NICOLE: Every writing project that I give to the kids, I try to do myself; sometimes just to know the timing of it, to kind of understand how long certain aspects will take. So the writing that I do for them is authentic; but, you know, it's a little contrived because it's for the students. But, I think that, again, I think that that makes them more comfortable writing for</p>		

	me; because I will write for them, and I share most of my writing with them. And I think, also, that they want to know that the person that's teaching them writing is a writer. So, you know, it makes them more eager to take risks in their writing, to see me taking those risks in front of them	39:07	26:05:19
Nicole Outson, North Hampton Elementary, North Hampton, New Hampshire	NICOLE: And then go on to answer that question. Sure you could.	2:09	26:07:28
Charles Whitaker	CHARLES: And I think that good teachers build up an attitude toward revision that is beyond simply, "We've got to get this up to proficient level; otherwise, you're not going to have a proficient score on your assessment writing." And, you know, we're teaching students. We're helping students develop as writers. We're not just fixing pieces of writing.	23:22	26:31:19
Credits	Inside Writing Communities, Grade 3-5 Close	1:10:27	27:42:25
Annenberg Media Funding Logo		14:21	27:57:23
1-800 Tag		27:01	28:25